



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 10261196
SAU: Brunswick School Department
School: Brunswick High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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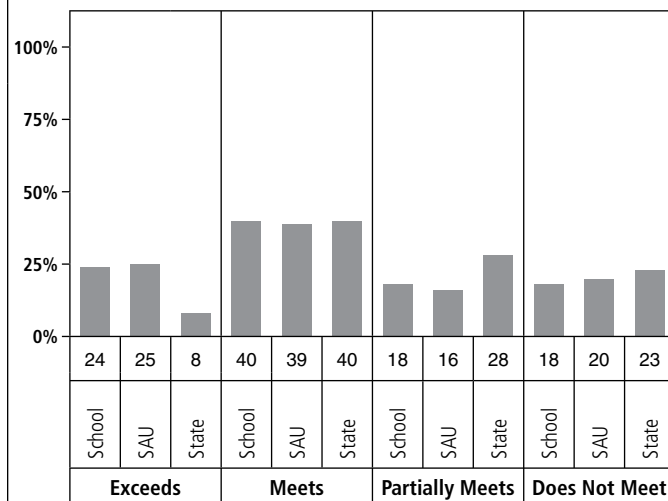
SUMMARY OF SCORES

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

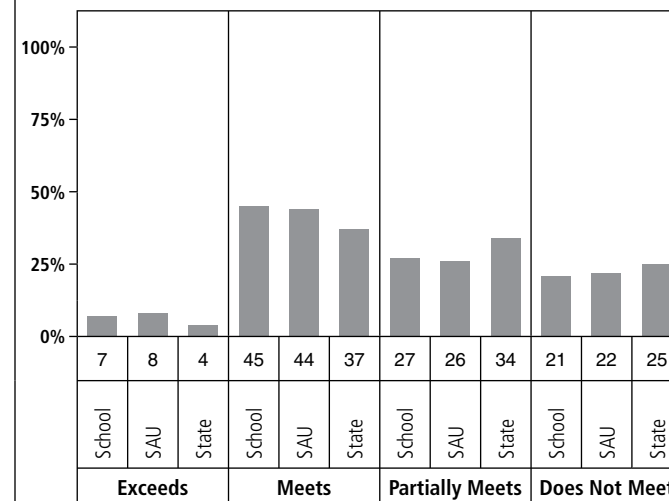
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1144 1147	1145 1147	1141 1141
Mathematics 2006–2007 2007–2008	1142 1144	1143 1144	1140 1141
Writing 2006–2007 2007–2008	1143 1144	1143 1144	1141 1140
Science 2007–2008	1144	1144	1141

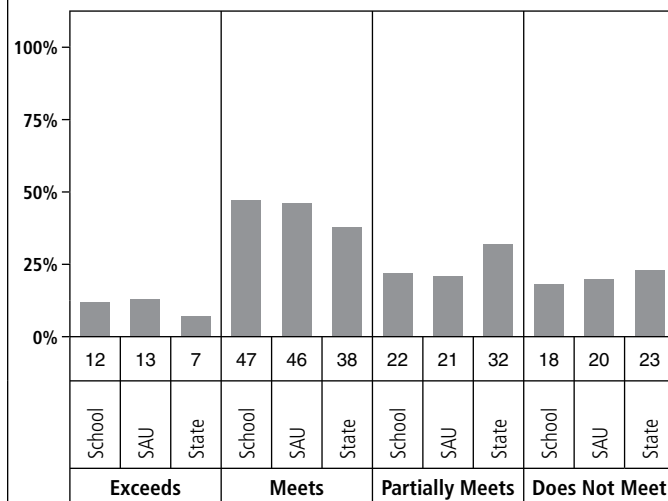
CRITICAL READING



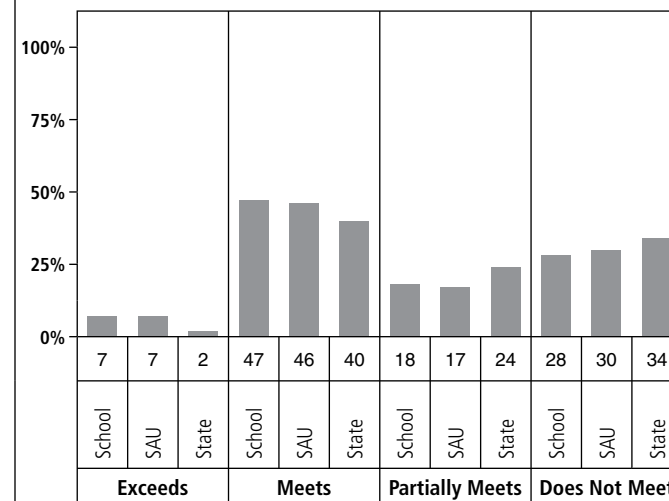
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	266	100	233	100	15604	100	258	97	227	97	14875	96	263	99	232	100	15165	97	258	97	227	97	14869	96	263	99	232	100	14961	96
Ethnicity African American/Black	4	2	4	2	305	2	3	75	3	75	261	86	4	100	4	100	286	95	3	75	3	75	260	86	4	100	4	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	4	2	3	1	215	1	3	75	2	67	194	90	4	100	3	100	202	94	3	75	2	67	194	90	4	100	3	100	200	93
Hispanic	5	2	5	2	140	1	5	100	5	100	118	84	5	100	5	100	123	88	5	100	5	100	118	84	5	100	5	100	120	86
Caucasian/White	253	95	221	95	14841	95	247	98	217	98	14207	96	250	99	220	100	14457	98	247	98	217	98	14202	96	250	99	220	100	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	36	14	37	16	2247	14	33	92	34	92	2065	93	35	97	36	97	2138	96	33	92	34	92	2060	92	35	97	36	97	2081	93
Current LEP	9	3	9	4	648	4	9	100	9	100	508	79	9	100	9	100	564	87	9	100	9	100	507	78	9	100	9	100	534	83
Economically disadvantaged	31	12	30	13	4028	26	30	97	29	97	3682	92	30	97	29	97	3831	95	30	97	29	97	3679	92	30	97	29	97	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	230	86	197	85	13042	84	235	88	202	87	13332	85	230	86	197	85	13042	84	235	88	202	87	13192	85
Identified disability (PET/IEP)	6	3	5	3	739	6	8	3	7	3	810	6	6	3	5	3	739	6	8	3	7	3	791	6
LEP	7	3	7	4	399	3	7	3	7	3	456	3	7	3	7	4	399	3	7	3	7	3	436	3
504 plan	3	1	3	2	196	2	3	1	3	1	204	2	3	1	3	2	196	2	3	1	3	1	201	2
Participation with accommodations	26	10	28	12	1623	10	26	10	28	12	1624	10	26	10	28	12	1625	10	26	10	28	12	1567	10
Identified disability (PET/IEP)	25	96	27	96	1117	69	25	96	27	96	1119	69	25	96	27	96	1119	69	25	96	27	96	1088	69
LEP	2	8	2	7	93	6	2	8	2	7	93	6	2	8	2	7	93	6	2	8	2	7	83	5
504 plan	1	4	1	4	58	4	1	4	1	4	58	4	1	4	1	4	58	4	1	4	1	4	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	2	1	2	1	209	1	2	1	2	1	209	1	2	1	2	1	202	1	2	1	2	1	202	1
Identified disability (PET/IEP)	2	100	2	100	209	100	2	100	2	100	209	100	2	100	2	100	202	100	2	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	0	0	0	36	0	1	0	0	0	40	0	1	0	0	0	36	0	1	0	0	0	38	0
Non-participation – other	7	3	6	3	693	4	2	1	1	0	399	3	7	3	6	3	699	4	2	1	1	0	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	37	13	33	15	1079	7
	2006-2007	39	15	36	16	1168	8
	2007-2008	61	24	56	25	1184	8
	Cum. Total*	137	17	125	19	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	111	40	90	41	5697	38
	2006-2007	108	41	90	41	5714	38
	2007-2008	102	40	88	39	5885	40
	Cum. Total*	321	41	268	40	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	82	30	65	30	4772	32
	2006-2007	67	26	53	24	4728	31
	2007-2008	47	18	37	16	4093	28
	Cum. Total*	196	25	155	23	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	45	16	32	15	3595	24
	2006-2007	47	18	41	19	3444	23
	2007-2008	46	18	44	20	3417	23
	Cum. Total*	138	17	117	18	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	256	61	24	102	40	47	18	46	18	1147	225	25	39	16	20	1147	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	3										3						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	3										2						192	4	35	30	31	1138
Hispanic	5	0	0	1	20	2	40	2	40	1132	5	0	20	40	40	1132	115	5	32	26	37	1136
Caucasian/White	245	61	25	98	40	44	18	42	17	1147	215	26	40	16	19	1147	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	31	1	3	5	16	7	23	18	58	1132	32	0	16	19	66	1129	1823	1	9	24	65	1126
No	225	60	27	97	43	40	18	28	12	1149	193	29	43	16	12	1150	12756	9	45	29	17	1143
Current LEP																						
Yes	9	1	11	4	44	1	11	3	33	1143	9	11	44	11	33	1143	488	3	22	24	52	1132
No	247	60	24	98	40	46	19	43	17	1147	216	25	39	17	19	1147	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	29	2	7	11	38	7	24	9	31	1138	28	7	43	21	29	1140	3545	3	28	30	39	1134
No	227	59	26	91	40	40	18	37	16	1148	197	27	39	16	18	1148	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	256	61	24	102	40	47	18	46	18	1147	225	25	39	16	20	1147	14574	8	40	28	23	1141
Gender																						
Female	124	26	21	50	40	30	24	18	15	1147	108	23	38	22	17	1147	7237	8	42	30	19	1142
Male	132	35	27	52	39	17	13	28	21	1147	117	26	40	11	22	1147	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	256	61	24	102	40	47	18	46	18	1147	225	25	39	16	20	1147	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	256	61	24	102	40	47	18	46	18	1147	225	25	39	16	20	1147	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	17 19	6 7	18 19	8 8	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	109 117	40 45	87 101	38 44	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	80 71	29 27	69 60	30 26	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	67 54	25 21	55 50	24 22	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	261	19	7	117	45	71	27	54	21	1144	230	8	44	26	22	1144	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	4										4						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	4										3						200	8	37	34	22	1142
Hispanic	5	0	0	1	20	2	40	2	40	1135	5	0	20	40	40	1135	120	3	23	32	43	1138
Caucasian/White	248	19	8	113	46	66	27	50	20	1144	218	9	45	25	21	1144	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	33	0	0	6	18	8	24	19	58	1132	34	0	12	24	65	1130	1896	0	8	22	70	1130
No	228	19	8	111	49	63	28	35	15	1146	196	10	49	27	14	1146	12974	5	41	36	18	1142
Current LEP																						
Yes	9	1	11	3	33	3	33	2	22	1144	9	11	33	33	22	1144	545	3	16	28	53	1135
No	252	18	7	114	45	68	27	52	21	1144	221	8	44	26	22	1144	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	29	2	7	5	17	11	38	11	38	1138	28	7	21	36	36	1138	3695	1	22	37	40	1136
No	232	17	7	112	48	60	26	43	19	1145	202	8	47	25	20	1145	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	261	19	7	117	45	71	27	54	21	1144	230	8	44	26	22	1144	14865	4	37	34	25	1141
Gender																						
Female	127	4	3	55	43	40	31	28	22	1142	111	4	43	32	22	1142	7362	3	36	36	24	1140
Male	134	15	11	62	46	31	23	26	19	1146	119	13	45	21	22	1146	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	261	19	7	117	45	71	27	54	21	1144	230	8	44	26	22	1144	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	261	19	7	117	45	71	27	54	21	1144	230	8	44	26	22	1144	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	26	9	23	10	952	6
	2006-2007	32	12	28	13	937	6
	2007-2008	31	12	29	13	962	7
	Cum. Total*	89	11	80	12	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	118	43	98	45	6055	40
	2006-2007	109	42	92	42	6167	41
	2007-2008	121	47	104	46	5564	38
	Cum. Total*	348	44	294	44	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	84	31	65	30	4916	32
	2006-2007	71	27	57	26	4723	31
	2007-2008	57	22	48	21	4679	32
	Cum. Total*	212	27	170	26	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	47	17	34	15	3221	21
	2006-2007	49	19	43	20	3227	21
	2007-2008	47	18	44	20	3376	23
	Cum. Total*	143	18	121	18	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	256	31	12	121	47	57	22	47	18	1144	225	13	46	21	20	1144	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	3										3						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	3										2						192	6	30	34	30	1137
Hispanic	5	0	0	2	40	1	20	2	40	1132	5	0	40	20	40	1132	115	2	30	36	33	1136
Caucasian/White	245	31	13	115	47	55	22	44	18	1145	215	13	46	21	19	1145	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	31	0	0	6	19	8	26	17	55	1129	32	0	13	22	66	1126	1825	1	7	23	69	1125
No	225	31	14	115	51	49	22	30	13	1146	193	15	52	21	12	1147	12756	7	43	33	17	1142
Current LEP																						
Yes	9	1	11	4	44	1	11	3	33	1141	9	11	44	11	33	1141	488	3	19	29	49	1131
No	247	30	12	117	47	56	23	44	18	1145	216	13	46	22	19	1144	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	29	1	3	9	31	8	28	11	38	1135	28	4	36	29	32	1136	3546	2	25	35	38	1134
No	227	30	13	112	49	49	22	36	16	1146	197	14	48	20	18	1145	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	256	31	12	121	47	57	22	47	18	1144	225	13	46	21	20	1144	14576	7	38	32	23	1140
Gender																						
Female	124	15	12	65	52	26	21	18	15	1146	108	14	50	19	17	1146	7239	8	43	33	17	1142
Male	132	16	12	56	42	31	23	29	22	1143	117	12	43	23	22	1143	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	256	31	12	121	47	57	22	47	18	1144	225	13	46	21	20	1144	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	256	31	12	121	47	57	22	47	18	1144	225	13	46	21	20	1144	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	18	7	16	7	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	123	47	105	46	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	47	18	39	17	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	73	28	70	30	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.49	49.9	7.30	48.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	7.27	51.9	7.07	50.5	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.78	41.3	5.69	40.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.44	57.2	7.27	55.9	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	261	18	7	123	47	47	18	73	28	1144	230	7	46	17	30	1144	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	4										4						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	4										3						199	3	36	25	36	1140
Hispanic	5	0	0	1	20	1	20	3	60	1134	5	0	20	20	60	1134	118	1	26	19	54	1136
Caucasian/White	248	16	6	121	49	44	18	67	27	1144	218	7	47	17	29	1144	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	33	0	0	9	27	1	3	23	70	1134	34	0	21	3	76	1132	1879	0	11	17	72	1133
No	228	18	8	114	50	46	20	50	22	1145	196	8	50	19	22	1146	12880	2	44	25	28	1142
Current LEP																						
Yes	9	1	11	3	33	1	11	4	44	1141	9	11	33	11	44	1141	519	1	18	19	62	1134
No	252	17	7	120	48	46	18	69	27	1144	221	7	46	17	30	1144	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	29	2	7	7	24	10	34	10	34	1140	28	7	29	32	32	1141	3651	1	26	24	49	1137
No	232	16	7	116	50	37	16	63	27	1144	202	7	48	15	30	1144	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	261	18	7	123	47	47	18	73	28	1144	230	7	46	17	30	1144	14754	2	40	24	34	1141
Gender																						
Female	127	3	2	62	49	21	17	41	32	1142	111	3	49	14	34	1142	7277	1	37	26	36	1140
Male	134	15	11	61	46	26	19	32	24	1146	119	11	43	19	27	1145	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	261	18	7	123	47	47	18	73	28	1144	230	7	46	17	30	1144	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	261	18	7	123	47	47	18	73	28	1144	230	7	46	17	30	1144	14463	2	39	24	34	1140

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